DOCUMENT RESUME

ED 278 911 CG 019 690

TITLE	Let's Get AHEAD (Health-Education-Alcohol & Drug). Activities 7-12.
INSTITUTION	New York State Education Dept., Albany. Div. of Program Development.
PUB DATE	84
NOTE	33p.; For a related document of activities for grades K-6, see CG 019 689.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Alcohol Education; *Class Activities; Classroom Techniques; *Drug Education; *Health Education; Learning Activities; Prevention; Secondary Education; *Secondary School Students; *Teaching Methods
IDENTIFIERS	*New York

ABSTRACT

This book of activities for use with secondary school students lists 10 salient points in each of three areas: health education, alcohol education, and drug education. Suggested activities are then described for students in grades 7 and 8 and for students in grades 9 through 12. Activities are suggested in 10 categories: (1) human growth and development; (2) emotional health; (3) nutrition; (4) environmental health; (5) family life education; (6) diseases and disorders; (7) consumer health; (8) alcohol, tobacco, and other drug substances; (9) safety, first aid, and survival; and (10) community health. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED278911

LET'S GET

EALTH

DUCATION

LCOHOL &

D RUG

ACTIVITIES 7-12

CG 019690

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert M. Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division for Program Development
Albany, New York 12234

Be New York Fit

Division of Alcoholism and Alcohol Abuse
194 Washington Avenue
Albany, New York 12210

Division of Substance Abuse Services
Stuyvesant Plaza
Albany, New York 12203

BEST COPY AVAILABLE

TEN SALIENT POINTS ON HEALTH EDUCATION

1. HEALTH EDUCATION DEVELOPS AWARENESS OF THE ROLE OF HEALTH IN THE LIFE OF THE INDIVIDUAL, THE FAMILY, AND THE COMMUNITY.

2. HEALTH EDUCATION PROVIDES STUDENTS WITH THE UNDERSTANDINGS AND SKILLS REQUIRED TO SET GOALS, MAKE INFORMED DECISIONS, AND SOLVE HEALTH PROBLEMS.

3. HEALTH EDUCATION NURTURES THE DEVELOPMENT OF SELF-AWARENESS AND SELF-ESTEEM.

4. HEALTH EDUCATION CONSISTS OF 11 CONCEPTUAL AREAS OF INSTRUCTION, ALLOWING FOR COMPREHENSIVE SEQUENTIAL TREATMENT OF HEALTH ISSUES AT ALL GRADE LEVELS.

5. HEALTH EDUCATION IS MOST SUCCESSFUL WHEN IT IS COOPERATIVELY PLANNED AND CARRIED OUT BY ADMINISTRATORS, TEACHERS, STUDENTS, PARENTS, PUPIL SERVICE, AND HEALTH SERVICE PERSONNEL. IT THEN REFLECTS THE NEEDS OF THE HOME, THE SCHOOL, AND THE COMMUNITY.

TEN SALIENT POINTS ON HEALTH EDUCATION (cont'd.)

6. HEALTH EDUCATION EVALUATION MUST CONSIST OF A VARIETY OF PROCEDURES TO ALLOW FOR THE DEVELOPMENT AND PRACTICE OF SKILLS, ATTITUDES, AND BEHAVIORS THAT PLACE A HIGH VALUE ON OPTIMAL HEALTH.

7. HEALTH EDUCATION EXAMINES THE ADVANTAGES, DISADVANTAGES, RISKS, AND CONSEQUENCES OF VARIOUS LIFE-STYLE CHOICES AND/OR HEALTH BEHAVIORS.

8. HEALTH EDUCATION PROPOSES INTERVENTIONS FOR RISH REDUCTIONS AND HEALTH IMPROVEMENT.

9. HEALTH EDUCATION ENABLES STUDENTS TO IDENTIFY AND MAKE USE OF HOME, SCHOOL, AND COMMUNITY RESOURCES.

10. HEALTH EDUCATION ENABLES STUDENTS TO DEAL EFFECTIVELY WITH CHANGE AND TAKE INCREASING RESPONSIBILITY FOR HEALTH.

TEN SALIENT POINTS ON ALCOHOL EDUCATION

1. ALCOHOL IS AN ADDICTIVE REGULATED DRUG.

2. MANY PEOPLE DON'T USE ALCOHOL.

3. MOST PEOPLE WHO USE A LOT OF ALCOHOL DEVELOP PROBLEMS.

4. ALCOHOL IS THE DRUG MOST WIDELY USED AND ABUSED BY YOUTH.

5. YOUNG PEOPLE EXPERIENCE ALCOHOL PROBLEMS.

6. ALCOHOLISM IS A FAMILY DISEASE.

7. CHILDREN ARE AFFECTED BY AND MAY NEED HELP WITH FAMILY ALCOHOLISM.

8. SOCIAL INFLUENCES PLAY A MAJOR ROLE IN MAKING ALCOHOL USE ATTRACTIVE TO CHILDREN.

9. LIFE REQUIRES CHOICES. SOME CHOICES ARE LOW-RISK; OTHERS ARE HIGH-RISK.

10. THE ONLY LOW-RISK CHOICE FOR CHILDREN AND ADOLESCENTS IS NOT TO USE ALCOHOL.

TEN SALIENT POINTS ON DRUG EDUCATION

1. SUBSTANCE ABUSE IS THE NATION'S MAJOR HEALTH PROBLEM.

2. SUBSTANCES, OR DRUGS, ARE CHEMICALS WHICH CAUSE BIOLOGICAL, PSYCHOLOGICAL, OR SOCIOLOGICAL CHANGES IN FUNCTIONING.

3. DRUGS ALTER THE CHEMICAL BALANCE IN THE BRAIN, CREATING SHORT-TERM EFFECTS AND LONG-TERM HEALTH CONSEQUENCES.

4. PEOPLE USE DRUGS FOR THEIR SHORT-TERM EFFECTS WHICH CREATE PLEASURABLE FEELINGS OR ELIMINATE UNPLEASANT FEELINGS.

5. AS THE DRUG WEARS OFF, THE CHEMICAL BALANCE IN THE BRAIN SHIFTS IN THE OPPOSITE DIRECTION, KNOWN AS REBOUND, CREATING OPPOSITE EFFECTS USUALLY PERCEIVED AS UNPLEASANT.

TEN SALLIENT POINTS ON DRUG EDUCATION (cont'd.)

6. THE REASON FOR SUBSTANCE ABUSE IS THE COMPLEX INTERPLAY OF BIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS WITHIN THE INDIVIDUAL AND SOCIETY.

7. THE BROAD-BASED GOAL OF SUBSTANCE ABUSE PREVENTION IS PROMOTING THE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL HEALTH OF THE INDIVIDUAL.

8. PREVENTION IS MORE EFFEECTIVE WHEN IT DEALS WITH THE INDIVIDUAL IN THE CONTEXT OF HOME, SCHOOL, AND COMMUNITY.

9. THE COMMUNITY MODEL OF PREVENTION AIMS AT CREATING A SOCIAL CLIMATE OF NON-DRUG USE.

10. PREVENTION IN THE SCHOOL PROVIDES FOR THE DEVELOPMENT AND PRACTICE OF THE KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY FOR A HEALTHFUL LIFE-STYLE.

SUGGESTED ACTIVITIES

7-8

Suggested Activities

(7-8)

I. HUMAN GROWTH AND DEVELOPMENT

1. Identify and define the stages in the life cycle:

    - o infancy
    - o childhood
    - o adolescence
    - o young adulthood
    - o adulthood
    - o elderly

2. Discuss personal health habits that improve physical appearance and feelings about self.

3. Write poetry, limericks, or prose focusing on change within the human life cycle.

4. Write an essay on what it is like to be a teenager.

5. View slides, transparencies, and diagrams that feature the systems of the body and how they function and interrelate.

6. Create a personal care plan to promote optimal body functioning.

7. Brainstorm and discuss the effects of smoking, drinking, drugs, and eating habits on body functions.

8. Present reports on functions of various parts of the brain.

9. Describe some of the changes that take place in these systems during adolescence:

    - o respiratory
    - o nervous
    - o circulatory
    - o reproductive

10. Make a personal heredity chart showing how physical traits (such as hair color and eye color) are passed from parents to child. Indicate whether the gene determining the trait is dominant or recessive.

Suggested Activities

(7-8)

II. EMOTIONAL HEALTH

1. Identify ways in which human relationships can be improved.

2. Listen to tapes on mental imagery and take an imaginary trip.

3. Identify and practice ways to manage stress and adjust to change.

4. Identify and practice effective communication:

    - o active listening
    - o organizing thoughts
    - o assertiveness
    - o sensitivity to others
    - o body language

5. Review the process of decision making.

6. Read books/stories involving adolescence.

7. Complete open-ended statements about consideration and respect for others.

8. Write and answer "Dear Abby" letters concerning separation, loss, and grief.

9. Discuss positive and negative reasons for wanting to be alone. Then write a paragraph entitled, "A Time When It's Good for Me to be Alone" and another, "How I Can Tell My Friends When I Need to be Alone."

10. Discuss the meaning of the words "aggressive" and "assertive" and then role-play aggressive and assertive behaviors.

Suggested Activities

(7-8)

III. NUTRITION

1. Select two similar products and record their similarities and differences. Conclude which product is healthier and a better purchase.

2. Obtain accurate nutritional information on snack foods from a range of agencies.

3. Analyze the difference between nutritionally sound and deficient foods.

4. Identify how fad diets can interfere with normal growth and development.

5. Create a plan that eliminates poor eating habits and includes good ones.

6. Discuss the relationship between diet and exercise in a successful weight-management program.

7. Identify methods of altering unhealthy nutritional practices.

8. Research and recommend a diet for athletes. Develop a chart of suggested nutritional practices to be posted in school locker rooms.

9. Conduct a nutrition-knowledge survey of elementary school students. Note areas in which improvement is needed and design activities for an elementary school teacher to use in those areas.

10. Discuss methods of food production and packaging that retard spoilage. Include the pros and cons of additives and pesticides.

Suggested Activities

(7-8)

IV. ENVIRONMENTAL HEALTH

1. Produce a photographic essay of environmental hazards in the community.

2. Invite an epidemiologist to talk to the class.

3. Make a small terrarium showing the interdependence of environment and living organisms.

4. Make posters relating to environmental protection.

5. Read and discuss newspaper articles on local environmental problems. Plan and carry out fact-finding activities to fill out incompletely presented reports.

Suggested Activities

(7-8)

V. FAMILY LIFE EDUCATION

1. Use current television shows to illustrate various family life-styles.

2. Brainstorm factors that produce changes in family and family structure.

3. List the advantages of being a member of the opposite sex. Share lists with classmates.

4. Brainstorm a list of ways to say no.

5. Note high-risk activities that occur in school and determine reasonable and unreasonable behavior in each.

6. Make a list of questions about interpersonal relationships to be used in a panel discussion by community experts.

7. Develop a plan to improve communication with a family member on an issue that has been a source of conflict.

8. Research the effects of diet, smoking, and alcohol on an unborn baby.

9. Investigate prenatal clinics in the community to determine the extent of educational services provided.

10. Produce collages indicating how society thinks men and women should look or act. Then discuss sex-role stereotyping by the media.

11. Interview older family members or relatives to determine their attitudes toward sex roles and responsibilities.

12. List on paper your sex, along with five careers you might like to pursue. Read selected lists and guess whether the writer is male or female.

13. List and rank-order positive qualities of friendship and explain how these qualities influence other relationships.

14. Role-play scenarios concerning dating relationships.

15. Write a profile of those qualities and characteristics that result in positive parenting.

Suggested Activities

(7-8)

VI. DISEASES AND DISORDERS

1. Explain methods of prevention, detection, and control of diseases and disorders in order to minimize risks.

2. Complete a chart of the major forms of sexually transmitted disease. Include method of transmission, cure, effects, medical tests, and preventions.

3. Write a short-term fact/opinion paper on a communicable disease of current interest.

4. Complete a genogram or family tree illustrating the prevalence of various diesases. Draw conclusions.

5. Determine the incidence of disease on a list of the ten most common causes of death in America.

6. Brainstorm a list of environmental factors in disease formation. Theorize how these factors can be minimized.

7. Research risk factors associated with diseases or disorders in your family and identify those factors that may be prevented or modified. Determine whether you are at risk for developing any of the diseases or disorders.

8. Role-play a debate between a public health officer and a spokesperson for the tobacco industry on the issue, "Smoking Causes Cancer."

9. Describe the effects of various handicapping conditions on the life style of an individual.

10. Explain the many disease-resisting barriers and defenses of the body and determine preventive actions to avoid disease.

Suggested Activities

(7-8)

VII. CONSUMER HEALTH

1. Develop a vocabulary list of words used in advertising.

2. Create collages showing advertising strategies directed toward adolescent consumers.

3. Create a cartoon showing how misleading advertising or quackery can affect health.

4. Devise a case-study of individuals who have been duped by false advertising or quackery.

5. Play a "fact vs. fallacy" game on advertising slogans or claims.

6. Write the name of a health care product on one side of an index card and information from the product's label on the other. Drop cards into a bag and take turns drawing a card. Read the information to the class and see if students can identify the product.

7. Determine the effectiveness of products marketed for acne. Is there any product that can prevent acne?

8. Make a list of products and related warnings, and explain the importance of warning labels.

9. Contact consumer protection agencies in the area and find out what services they provide. Identify some common consumer problems.

10. Find an ad for a health care product that makes claims for improving your health or for being better than other products. Write to the product's manufacturer and ask for proof of the claim.

Suggested Activities

(7-8)

VIII. ALCOHOL

1. Have students role play a situation where a teenager is offered a can of beer by a friend. What can they say? What can they do?

2. Have students make a list of the decisions they have made in the last 24 hours. Have them:

   - o put an x by the independent decisions
   - o put a __ by the health-enhancing decisions
   - o put an o by the low-risk decisions
   - o circle any high-risk decisions

3. Investigate contemporary music for messages highlighting alcohol use, misuse, and abuse.

4. Clip alcohol ads from magazines and newspapers and bring them to class. Have students describe how ads sell you that brand of alcohol.

5. Prepare for a 20-minute debate on:

   To Drink or Not to Drink

6. Watch a TV ad for alcohol and check off how many of the following hidden persuaders are used:

   - o romance
   - o glamour
   - o popularity
   - o wealth
   - o maturity
   - o sophistication
   - o others?

Suggested Activities

(7-8)

VIII. TOBACCO

1. On butcher block paper make a life-size outline of the body and draw in the various organ systems. Report on the effects of smoking on each system.

2. View slides of diseased lung tissue borrowed from the American Lung Association.

3. Discuss how Americans can achieve a smokeless society.

4. Write anti-smoking poems and read them over the school's public address system.

5. Participate in a peer-training program and conduct anti-smoking lessons for the elementary grades.

6. Research current information and legislation on smokeless tobacco.

Suggested Activities

(7-8)

VIII. OTHER DRUG SUBSTANCES

1. Create a study chart of key vocabulary terms on drugs.

2. Invite a school administrator to discuss the school's policy on drug abuse.

3. Discuss:

    1) sources of information about drugs
    2) psychoactive effects of drugs
    3) motivating reasons for drug use, misuse, and abuse.

4. Examine the potential dangers of using psychoactive drugs by assessing their accumulated side effects.

5. Define a drug. Define the classifications of substances.

6. Explain short- and long-term effects of the use, misuse, and abuse of various drug substances.

Suggested Activities

(7-8)

IX. SAFETY, FIRST AID, AND SURVIVAL

1. Invite an expert to demonstrate the Heimlich maneuver to the class and then practice this procedure on other students.

2. Analyze the areas of the home where accidents are most likely to occur.

3. Role-play the necessary first aid procedures in emergency situations such as electrocution, drowning, choking, and falling.

4. In a group discussion, explore feelings and attitudes about the following personal safety issues:

    1) suicide prevention
    2) passenger safety
    3) sexual abuse prevention.

5. Investigate safety problems in school and develop and implement a school-wide safety project.

Suggested Activities

(7-8)

X. COMMUNITY HEALTH

1. Read a story about an epidemic or other public health problem that changed the history of a community. Discuss the preventive measures that could have been taken and ones that are taken now to avoid a similar problem.

2. Invite a group of public health officials to speak on their different health care roles.

3. Visit a neighborhood health center to determine the services provided locally.

4. Investigate local health agencies and report on findings.

5. Discuss the similarities and differences of the most important health needs of the individual, the family, the community, and the nation.

Suggested Activities

(9-12)

I. HUMAN GROWTH AND DEVELOPMENT

1. View films and discuss fetal development.
2. Identify the role of risk factors and life-style choices in the development of healthful life-styles.
3. Draw your own lifeline, from birth to the present. Include physical, mental, emotional, and social changes.
4. Develop a list of hereditary diseases and discuss how they affect one's life-style.
5. Propose interventions for risk-reduction and health improvements.
6. Report on how parental behaviors affect fetal development. Prepare a chart that summarizes students' reports.
7. Define "maturity" in terms of both emotional and physical dimensions.
8. In a bulletin board display portray the characteristics of each of the stages of human development.
9. Make a poster illustrating how your environment affects your growth and development.
10. Write a report on the Rh factor.

Suggested Activities

(9-12)

II. EMOTIONAL HEALTH

1. Define "emotional health" and then prepare and discuss a list of conditions necessary for emotional health.

2. Explore the emotional needs of different age groups.

3. Appraise different methods of decision making.

4. Create a contract for changing one negative quality about one's self in a period of four-six weeks. Keep a weekly log of progress.

5. Discuss ways of enhancing human relationships.

6. Evaluate systems of stress management.

7. Gather information on the following topics:

    1) ways to achieve stress reduction;

    2) stress as public health enemy #1;

    3) constructive and destructive forms of stress.

8. Practice various stress reduction techniques (e.g., biofeedback, breathing relaxation, guided tour fantasies, mental imagery).

9. Role-play conflicts that students have with various authority figures. Suggest resolutions, and emphasize the necessity for accurate communication, active listening, and respect for the individual.

10. Write a letter convincing a close friend not to commit suicide.

Suggested Activities

(9-12)

III. NUTRITION

1. For a minimum of three days, keep a log of all foods consumed. Note what time of day you ate, who was present, and what else you were doing at the time. Discuss the relationship of these factors to food consumption.

2. Plan a realistic diet and meal plan for one week.

3. Give an oral report on various fad diets and the possible side effects of each.

4. Conduct a comparative cost study of balanced meals prepared with and without meat.

5. Compare and contrast health foods purchased in a supermarket with those purchased in a health food store.

6. Plan meals to accommodate the dietary needs of various groups, such as pregnant women, convalescents, infants, the elderly, and athletes.

7. Research the physical, emotional, and familial side effects of eating disorders such as anorexia nervosa and bulimia.

8. Examine charts of the ten leading causes of death in the United States, currently and in 1900, and in another country. Identify the causes of death related to nutritional practices, and relate variations in the lists to differences in diet and to other factors.

9. Have class review written diets for weight loss and then report on the merits and dangers of the diet.

10. Develop a record of all foods eaten each day for one week. Determine whether or not a balanced diet is being maintained.

Suggested Activities

(9-12)

IV. ENVIRONMENTAL HEALTH

1. Create a photo exhibit of environmental hazards in the community.

2. Create posters or collages of various forms of pollution.

3. Conduct a survey to determine the nature and extent of pollution problems in the community. Present realistic solutions.

4. Develop a group action plan that will help to make your school a safer and more pleasant place.

5. Discuss the regulations governing the disposal of solid waste, and map waste disposal sites in the community. Do these sites present health hazards to the community?

Suggested Activities

(9-12)

V. FAMILY LIFE EDUCATION

1. Research the cost of raising a child and label costs as "required" or "optional." Explain how the cost was estimated.

2. Explain the skills and responsibilities required for effective parenting.

3. Develop a parenting skills test and then take the test to determine what kind of parent you will be.

4. Participate in a "mock" marriage, in which you deal with budgeting, planning a family, distributing chores, and handling crises and arguments.

5. Describe skills needed in preparing for and maintaining a marriage.

6. Describe responsibilities for sound interpersonal relationships within the family.

7. Create a diagram of your family seated at mealtime. Use solid and broken lines to show strong or weak communication between the various family members.

8. Form teams within the class and respond to these facets of dating: how much money is needed, what activities are appropriate, and the kinds of communication that exist.

9. List and describe community agencies which can assist families.

10. Discuss different values individuals bring to a relationship:

    - cultural
    - social
    - religious
    - economic

11. Differentiate between true love and infatuation.

12. Demonstrate that love is developmental from birth to death. Complete a chart in which each form of love is placed on its proper developmental step.

V. FAMILY LIFE EDUCATION (cont'd.)

13. Role-play a scenario in which mixed messages are communicated during a young couple's disagreement.

14. Describe factors that influence changes in the family.

15. Discuss the many ways that alcohol and drugs will influence behavior.

Suggested Activities

(9-12)

VI. DISEASES AND DISORDERS

1. Imagine you were told you had one year to live. List ten things you would like to do or say and ten things you would need to do or say.

2. Explain the immediate and long-term effects of diseases and disorders on individuals and society.

3. Debate current social issues related to sexually transmitted diseases.

4. Complete a health wellness chart identifying the factors that influence health status.

5. Interview a representative from a local health department to determine the incidence of certain diseases in the community.

6. Explain the methods of prevention, detection, transmission and control of various communicable diseases.

7. Present oral reports on the physical and medical aspects of sexually transmitted diseases.

8. Present to the public an exhibit of a variety of printed materials on disease.

9. Discuss the differences between illness and wellness.

10. Recommend modifications to the school so as to provide access for people with handicapping conditions.

Suggested Activities

(9-12)

VII. CONSUMER HEALTH

1. Compile a directory of local/regional public and community health agencies supporting consumer protection.

2. Invite major voluntary health agencies to create a school media fair presenting their publications and materials.

3. List a variety of health problems and the medical practitioner who would deal with the problem.

4. Design a label for an imaginary product. Give all information required by law and other information you deem necessary.

5. Create an advertisement for a health care product. Classmates will evaluate the advertising method used and will determine the value and necessity of the product.

6. Design a booklet entitled "Health Care in Our Community." Describe agencies and their functions, and tell how to proceed when in need of services.

7. Investigate the professional preparation and licensing requirements for practitioners offering alternative methods to traditional medicine. Assess the effectiveness of their methods.

8. Collect advertisements for over-the-counter health care products and analyze each. Examine each in regard to the Federal Trade Commission act against false advertising.

9. Identify and discuss the general types of health insurance plans.

10. List and discuss health insurance problems for consumers.

Suggested Activities

(9-12)

VIII. ALCOHOL

1. Invite to the class speakers from Alcoholics Anonymous, Alanon, and Alateen.

2. Review the laws about alcohol use. Review the school policy about alcohol use.

3. Identify community agencies that help individuals with alcohol problems.

4. Discuss ways to say no to alcohol. Discuss alternatives to alcohol for enjoyment of a party.

5. Role-play a scenario in which you convince a friend not to drive home from a party because he/she has had too much to drink.

6. Discuss the effects of mixing alcohol and drugs.

Suggested Activities

(9-12)

VIII. TOBACCO

1. Debate the rights of smokers and nonsmokers.
2. Create a stop-smoking plan for someone you know.
3. Discuss ways to say no to cigarettes.
4. Design what you think would be an effective warning for cigarette packages.
5. Examine the effects of media and advertising on tobacco use.

Suggested Activities

(9-12)

VIII. OTHER DRUG SUBSTANCES

1. Define drug-related terms such as "tolerance," "withdrawal," "dependence," etc.
2. Identify reasons why people use, misuse and abuse drugs.
3. Explain the short-term effects of specific drug use.
4. Explain the long-term effects of specific drug use.
5. Describe the effects of mixing drugs.
6. Identify roles and responsibilities of individuals, communities, and government in controlling substance abuse problems.

Suggested Activities

(9-12)

IX. SAFETY, FIRST AID, AND SURVIVAL

1. Demonstrate first aid procedures for both major and minor injuries.

2. Evaluate home, school, and community safety; then set up a safety plan and suggest needed improvements.

3. Develop a list of steps to take when faced with each of the following emergency situations:

    1) a serious car accident

    2) profuse bleeding caused by broken glass

    3) the drinking of a poisonous substance.

4. List warnings, clues, and behaviors of a suicidal person and discuss what you can do to help that person.

5. Discuss situations that are conducive to sexual assault. Develop a list of behaviors that reduce the risk of becoming a victim.

Suggested Activities

(9-12)

X. COMMUNITY HEALTH

1. Organize a community-school project to improve the health of the community.

2. Volunteer in a community health agency.

3. Survey local health agencies that deal with teen problems. Report to the class the services provided and analyze the agencies' contributions to the community.

4. Debate socialized medicine versus individual responsibility for health care.

5. Conduct a panel discussion on one of the following topics:

    1) new opportunities for health careers

    2) health problems of developing countries

    3) poverty, economics, and health

    4) China's health care system

    5) international health agencies